DOCUMENT RESUME

ED 202 508 JC 810 275

AUTHOR Schulz, Beate A.
TITLE Strengthening Humanities in Occupational Curricula: A Brief Review of Strategies, Sources, and Models.
PUB DATE Oct 80
NOTE 32p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (15th, New York, NY, October 16-18, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Curriculum; Curriculum Enrichment; Declining Enrollment; *Educational Innovation; *Humanities Instruction; Information Dissemination; *Interdisciplinary Approach; *Professional Associations; Program Descriptions; Two Year Colleges; *Vocational Education

ABSTRACT

Based on information from professional organizations and individual colleges, this report examines strategies for strengthening the humanities within occupational curricula. The first part of the paper examines the fallacy in the belief that a philosophical antithesis exists between the humanities and other disciplines and discusses the decline of the humanities in terms of enrollment figures. It then proposes three strategies to reverse this decline: (1) follow recommendations made by the Community College Humanities Association and the Commission on the Humanities; (2) maintain contact with professional organizations which support the humanities through information dissemination (the names and addresses of 18 of these organizations are provided); and (3) maintain contact with colleges with innovative humanities programs (descriptions of the content, evaluation, and funding of interdisciplinary humanities projects conducted at 27 colleges are provided). The remainder of the report presents an overview of humanities instruction within vocational programming, focusing on the common concerns of humanities instructors; the funding and administrative support needed for program success; problems concerning the utilization of innovative techniques, such as team teaching and learning modules; and the advantages of using such techniques. A 96-item bibliography is appended. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202508

STRENGTHENING HUMANITIES IN OCCUPATIONAL CURRICULA: A BRIEF REVIEW OF STRATEGIES, SOURCES, AND MODELS.

Beate A. Schulz
Community College of Baltimore

Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (15th, New York, NY, October 16-18, 1980).

JC 810275

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Beate A. Schulz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Title STRENGTHENING HUMANITIES IN OCCUPATIONAL CURRICULA: A BRIEF REVIEW OF STRATEGIES, SOURCES, AND MODELS.

By Beate A. Schulz (B. A.; M. A.; M.A.; Ph.D.)
Associate Professor of English and Humanities
Faculty Senate President
Project Director for the Linkage between Humanities and Career Education at CCB

Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, MD 21215

301-396-7973

Purpose of the enclosed

The following is the result of an extensive research project undertaken during the summer of 1980. As project director of an effort to link the humanities and career education at an urban community college at which nearly 70% of the students major in career programs, I wanted to provide the faculty with research data, statistics, and analyses which would not only underscore the indubitable importance of our project, but moreso to devise a 'context,' a basic vocabulary of interdisciplinary projects undertaken thus far--all of which would serve as a consultative foundation for our own work.

The major objectives then included an assessment of the nature, success, and weaknesses of interdisciplinary humanities projects throughout the country, the collection of reading and visual materials relating to interdisciplinary courses, and an analysis of the collected data and of observations derived from visits and innumerable contacts with project directors and other listed agencies.

It is hoped that the compiled data and analyses will aid community college faculty in their attempts to reevaluate the humanities at their respective institutions, and facilitate the design of interdisciplinary humanities approaches which will best serve the needs of their students.

HISTORICAL SKETCH OF THE BATTLE BETWEEN THE "TWO CULTURES"

The methodological, philosophical, and pedagogical antithesis between the humanities and the non-humanities has been--it would seem--adequately described, analyzed, and lamented.

Sir Francis Bacon speaks of "a double emanation. . .the one expressed in making the subsistence /substance/ of the matter, and the other in disposing the beauty of the form." (Advancement of Learning, 1603) In the writings of Thomas Carlyle, John Stuart Mill, John Ruskin, and Charles Percy Snow the dichotomy between the "studia humanitatis" (as defined by Leonardo Bruni in 1436) and the sciences accelerates into a state of antagonistic "polarization," in which the proponents of each camp regard each other with "mutual incomprehension," enhanced by "distorted images." Currently the definitive dicta on this historical schism are found in the Report of the Commission on the Humanities, The Humanities in American Life (University of California Press, Berkely, 1980), which--via thirty-one recommendations--attempts "to formulate afresh" a definition of the humanities, a reaffirmation of its importance in American life, and a call for "continuous support of the humanities from public and private sources." The Commission's Report seeks not so much to present an apotheosis of the humanities, but moreso to provide reasons for an end to the havoc-wrecking schism. With the words of Alfred North Whitehead (The Aims of Education and Other Essays, New York, 1929) the Commission announces its summary dismissal and negation of that long enmity between the "two cultures:"

> The antithesis between a technical and liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision.
> (The Humanities in American Life, p. 66)

CURRENT DIMENSIONS OF THE HUMANITIES DILEMMA

We as faculty at community colleges, at which generally 50 to 70% of the students are majoring in often elective-restricted career programs, heartily agree that the "antithesis" is, indeed, built upon pedagogic and other fallacies; at the same time we know all too well that it has as yet to be overcome.[1]

But enough of this theoretical lament! The following pages will attempt to offer a concrete though partial answer to the weighty Chernychevskian question posed so eloquently by James Banner in his address before the CCHA National Planning Workshop in 1979: "What are we to do?"

Of prime importance is an assessment of the realities which define the curricular demographics of the community college. The Center for the Study of Community Colleges indicates that while nationwide community college enrollment between 1975-78 rose by 7%,

---

[1] While the antithesis between the humanities and the non-humanities is pedagogically unwise, it is--for categorical purposes--methodologically warranted. The NEH differentiates between "humanisitc" and "scientific" methods. Albeit, the actual meaning of the term "humanistic method" is rather elusive. In his article "Humane Education," (American Scholar, Autumn, 1980, pp. 489-498), Roger Scruton attempts a critical examination and substantive definition of this term.

total humanities enrollment decreased by 3%. Specifically the following areas have been affected:

literature	13%	music	9%
anthropology	10%	history	
ethnic studies		philosophy	
geography	3%	art	6%

The only humanities courses that have experienced an enrollment increase are political science (4%), interdisciplinary humanities (7.3%), and foreign language--mostly Spanish and English as a Second Language--(9%). The National Center for Education Statistics found that the number of occupational degrees doubled during the academic year 1975-76 over those awarded in 1970-71.[2] During the same period, when 250 new community colleges opened, the number of transfer students increased by only 21%.

The humanities, traditionally concentrated in the transfer programs, have been adversely affected by the new trends including older, increasingly part-time career-seeking students.

Myron Marty, Deputy Director of Education Programs at NEH, labels most community college curricula and degree programs as "incomplete," or "unbalanced." In his essay, "Work, Jobs, and the Language of the Humanities," Marty writes:

---

[2] A list of "College Degrees Awarded in 1979" in The Chronicle of Higher Education, November 17, 1980, p. 14 shows that the highest number of B. A. diplomas were awarded in the following three areas of study:

121,545 B. A. diplomas in Business and Management
63,416 B. A. diplomas in Social Sciences
57,593 B. A. diplomas in Engineering

> I regard it as a given, first, that a curriculum or degree program is unbalanced and incomplete if it does not help students: (a) to find and make sense out of relationships between their life, work, and jobs. . .; (b) to see themselves and their society from different angles, different times, different places, and through different eyes; (c) to expand and refine their ability to read, write and speak; (d) to reflect on the meaning of their doings, habits, and beliefs; (e) and to respond with both reason and feeling their natural and man-made environments. These five purposes of education, to which others can be added, are specifically related to the humanities.
> (in Strengthening Humanities in Community Colleges, AAJC National Assembly Report, 1980, p. 58)[3]

ACTION PLAN FOR CORRECTION OF THE 'IMBALANCE'

Aware of the fact that most of our students are receiving an a-humanistic education, what can we do to rectify this intricately devised maze of imbalance, to offer our students the "unparalleled promise for expanding educational opportunities" which is inherent to the mission of the community college?[4] Given below are three recommendations.

First, we should give careful attention to the recommendations

---

[3] In the same essay Marty illuminates as some causes of the "imbalance" of most of our curricula (a) the nature of the two-year institution (e.g. how much can be accomplished in ca. 64 credit hours?); (b) adaptation to the apparent desires of society for immediate and tangible results: (c) the transfer of training in job skills from business and industry to colleges; (d) and the successful lobbying efforts of those who benefit from this transfer--specifically from the funding formulas they have devised).

[4] Cf. the AACJC's definition of the mission of the community college, formulated by the AACJC National Advisory Committee, 1964:

> The two-year college offers unparalleled promise for expanding educational opportunity through the provision of comprehensive programs embracing job training as well as traditional liberal arts and general education.

made by the CCHA[5] and by the Commission on the Humanities.[6]

Second, we should take up contact with organizations and data collection centers whose main goal is the proliferation of the humanities through the dissemination of humanistically oriented journals, of research results on trends in the humanities, or of descriptions of innovative courses/programs in liberal education or interdisciplinary humanities and ethics. Some such organizations, which I have found to be most prompt and responsive, are listed below:

1. The Center for the Study of Community Colleges, located at UCLA, headed by Dr. Arthur M. Cohen. The Center has conducted research on all aspects of community college activity and has been particularly interested in the state of the humanities in community colleges.[7]

2. ERIC Clearinghouse of Junior Colleges (University of California, Los Angeles, 90024) will fill requests for materials on any aspect of the Humanities. The attached bibliography reflects, in part, the breadth of research undertaken by and available from Dr. Cohen's Center and ERIC.

3. The National Humanities Faculty, Edwin J. Delattre,

---

[5] Cf. "Report of the National Planning Workshop. . .of the Community College Humanities Association" in Strengthening Humanities in Community Colleges, pp. 106-112.

[6] Cf. Report of the Commission on the Humanities, The Humanities in American Life, p. 31 ff.

[7] In his article, "Help for the Humanities Is on the Way," in Challenges before the Humanities in Community Colleges, Review and Proceedings of the Community College Humanities Association, ed. Donald D. Schmeltekopf and Anne D. Kassweiler, 1980, pp. 27-33, Cohen describes the work of the Center.

director, (1266 Main St., Concord, MASS. 01742) will send extensive information, including a comprehensive bibliography for background reading or for inclusion in student-reading lists. A current NHF project in two-year colleges, which involves six community colleges (Clark Technical College, Springfield, Ohio; Sinclair Community College, Dayton, Ohio; Borough of Manhattan Community College, New York City; Atlantic Community College, Atlantic City, N. J.; Genesee Community College, Batavia, N. Y.; and Shelby State Community College, Memphis, Tennessee), centers on the integration of study in the academic disciplines with career and technical studies.

4. The Community College Humanities Association, Dr. Donald D. Schmeltekopf, President (Union College, 1033 Springfield Avenue, Cranford, N. J. 07016) was created last year to address the dilemma of the humanities in two- and four-year colleges. A specific concern is the merger of humanities and non-humanities areas. CCHA has received an NEH grant to sponsor a summer institute for the purpose of integrating the humanities and business education in community colleges. For more information about the summer institute (June 7 to July 3, 1981), about humanities projects, conferences, and publications, contact CCHA at 201-276-8136.

5. The Association of American Colleges (1818 R Street, N. W., Washington, D. C., 20009) publishes The Forum for Liberal Education.

6. American Association for the Advancement of the Humanities, headed by James Banner (918 Sixteenth St., N. W., Suite 601, Washington, D. C. 20006) publishes the monthly Humanities Report, represents and provides information about the humanities before and to public and private agencies, and undertakes research into issues that relate to the humanities.

7. The American Association for Community and Junior Colleges (One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036) will provide information and publications on current humanities projects.

8. The Institute of Electrical and Electronic Engineers (345 E. 47th Street, New York, N. Y. 10017) publishes the Institute of Electrical and Electronic Engineers Transactions of Education journal in which innumerable articles on interdisciplinary approaches to engineering and other aspects of technical education can be found.

9. The American Society for Engineering Education (One Dupont Circle, Suite 400, Washington, D. C. 20036) has established a faction which is exclusively interested in interdisciplinary studies.

10. Each state's Committee for the Humanities is willing to assist with valuable hints and to consult on how to invigorate faculty enthusiasm concerning the creation of new humanities courses.

11. The Ethics Resource Center, (1730 Rhode Island Avenue, N. W., Washington, D. C. 20036) is much concerned with ethics in business and government. While this group has not academic sources to offer, it is active in sponsoring legislation.

12. The Hastings Center: Institute of Society, Ethics, and the Life Sciences (360 Broadway, Hastings-on-Hudson, New York, N. Y. 10706) was formed in 1969 to address the ethical problems of rapid development in medicine, biology, and the behavioral sciences. Increasingly, it has been concerned with problems of professional ethics in undergraduate and professional schools and publishes an excellent series: The Teaching of Ethics.

13. The AACJC is currently conducting an NEH-funded project, directed by Dr. Judith Jeffrey Howard (One Dupont Circle, Suite 410, Washington, D. C. 20036). Workshops under the theme: "Strengthening Humanities in Occupational Programs" will be held in Los Angeles, from February 4 to 7, 1981 and in Memphis, Tennessee, from March 31 to April 3, 1981.

14. The American Council of Learned Societies (800 Third Avenue, New York, N. Y. 10022) offers fellowships to college teachers who would like to study another field so that they can gain interdisciplinary expertise.

15. The National Endowment for the Humanities (Mail Stop 202, 806 Fifteenth Street, N. W., Washington, D. C. 20506) is dedicated to funding interdisciplinary humanities/ethics courses/programs at community colleges and will readily assist by providing consultative advice, lists of colleges which have initiated innovative courses, and reference data. Interested persons are encouraged to read proposals for successfully funded and implemented humanities courses/programs.

16. Center for the Study of Values (University of Delaware, Newark, DE 19711), Dr. Norman E. Bowie, director, regularly publishes the "Values Center News."

17. Council for the Understanding of Technology in Human Affairs (P. O. Box S-3000, Castle Point Station, Hoboken, N. J. 07030), Edward A. Friedman, chair, is interested in promoting curriculum development in technology and its relation to society.

18. The American Association of State Colleges and University (One Dupont Circle, Suite 700, Washington, D. C. 20036) formed a Committee on the Humanities in 1977. Dr. Jamie Jaffee is ASCU staff liaison to the committee which is composed of state college and university presidents and will now work toward implementation of the recommendations given in the report of the Commission on the Humanities. Another goal is the construction of a list of innovative humanities programs at member colleges.

INNOVATIVE HUMANITIES COURSES AND PROGRAMS

Third, a most worthwhile and informative activity is to take up contact with humanities chairs, deans or project directors of colleges at which interdisciplinary courses or programs have been initiated. Even though the given institution may differ from yours in student population, and long range curricular goals, much can be learned nevertheless about planning strategies, the strengths and weaknesses encountered by the institution, plans to rectify

the weaknesses, and student reactions to the new courses. Project directors are often most eager to share course syllabi, brochures, video-tapes, and the grant proposals which they prepared for NEH-funding.

Below is a list of interdisciplinary projects. Wherever possible, brief information is given concerning course description, evaluation and mode of funding.

1. Bristol Community College, Fall River, Massachusetts offers the program: "Integrating Humanities Education" which includes the following courses: "A Thematic Introduction to Literature: the Study of the Short Story, the Novel, Poetry, and Drama" under the general theme: "Death in Literature." An alternative to the regularly required Introduction to Literature course (3 cr.) this course is especially recommended for students in health and human services.

   "The Criminal in Literature and the Arts:" an interdisciplinary approach to the study of crime, criminality, and society's reaction to it, as portrayed in literature, the fine arts and the media. The course is team-taught by English and Criminal Justice staff. Funded by NEH-Consultant and Pilot Grants, these courses were designed to a large degree for the 60% career-oriented students, many of whom are in elective-restricted curricula.

2. La Guardia Community College, Long Island City, New York, a cooperative education school, has created approaches in which the work concept is explored from the perspectives of philosophy and anthropology. One such course is "Freedom and Life Experience." Another course, "Critical Thought Skills," attempts to link philosophy with the remediation effort.

3. San Mateo Community College, San Mateo, California offers a series of six Humanities courses which are

transferable, but have also had much appeal for career and general students:

"Introduction to Humanities, a Cultural and Intellectual History of Europe"

"Man and the Cosmos" (The Gods, Nature, Society, Self)

"Man and His Creative Endeavors" (development of art, architecture, music, street theatre from the early centuries to modern time. Muslim and African art and architecture are compared to the European during parallel time periods.)

"Man and Nature" (pre-17th century scientific, intellectual and social climates will be explored in order to understand better the Scientific Revolution of the 17th century and its implications.)

"Man and Man" (The four themes which are discussed are: Protest against nature; Protest against the social order; Cultural heroes for an age of anxiety' The hero enters into myth)

"Technology, Contemporary Society and Human Values"

"Creative Women in Modern Times"

"A Cultural History of San Francisco" (incl. bus tours, slides, guests; team-taught by a historian an an architect)

These courses, funded by NEH-Consultant and Pilot Grants, are transferable but also very popular with career and general students. Because faculty felt the lack of ethnic materials to be a weakness in these courses, they have applied for and received an NEH-Implementation Grant to create new interdisciplinary courses which will include native. Latin- and Afro-American materials.

4. Lehigh University, Bethlehem, Pennsylvania, has developed a Humanities Perspectives on Technology Program with funds from NEH, NSF and other sources. Some of the courses in the program are:

Science and Human Values
Technology and Human Values in Antiquity
Impact of Technology on the Fine Arts
Humanistic Perspectives on the City (a 62-page annotated bibliography is available on request)
Computer Programming for the Humanities
Biology and Society
Politics of Science
Politics of Oil
The Scientific Process
Medical Ethics
Behavior Control and Human Values
Science, Philosophy and Religion
Social Ecology
Utopia and Alternative Communities

The regularly published Newsletter of the Lehigh University Humanities Perspectives on Technology Program includes course outlines, bibliographies, and portions of course lectures. Readers may also wish to request copies of the Science, Technology, and Society: Curriculum Newsletter of the Lehigh University STS Program and a detailed report about the Human Perspectives on Technologies Program.

5. Central Piedmont Community College, Charlotte, North Carolina, serving 30,000 students, among them many foreign students, has developed an interdepartmental course, "Science and Society" which fulfills either the science (when taken with a lab) or the humanities requirements and contains the themes: scientific literacy and science in a cultural context.

6. Junior College of Albany, New York, offers a series of interdisciplinary one-credit mini courses, originally designed to provide meaningful courses for those students who lacked one credit toward fulfillment of the graduation requirement. Some of these courses, offered most successfully on an experimental basis in the Weekend College, are:

   Downstairs/Upstairs: Views of Victorian Society
   Emily Dickinson: American Poet
   On Historic Albany
   On Hispanic America

Sons and Lovers: The Oedipal Theme in Literature
Humanities and Aging.

7. Rensselaer Polytechnic Institute, Troy, New York, has developed a four-track intermediate level approach to the study of science and human values. Offered are a three-year course in "Engineering and Ethics" as well as the following:

   Values and Word Views in Science Education
   Poetry, Science and Religion
   Multi-Media History of Modern Science
   The Humanistic Base of Science Fiction

These courses, funded by NEH, are team-taught and attempt to:

1. explore values intrinsic to science
2. discuss human creativity as expressed in rational, emotional, and aesthetic dimensions
3. illuminate major themes in the development of contemporary science within a broad social and cultural context
4. study science fiction as a social predictor

8. Old Dominion University, Norfolk, Virginia, has developed six NEH-funded coordinated courses which stress the interrelatedness of the humanities with other areas, such as anthropology, art, economics, English, history, sociology, and speech.

9. Virginia Polytechnic Institute and State University, Blackburg, Virginia, has developed an NEH-funded core curriculum containing the three-four-hour courses:

   The Unity of the Classical World View
   Topics in the Humanities for Physical Science and Technology Students
   Topics in the Humanities for Students of Life Sciences

10. Onondaga Community College, Syracuse, New York, has received an NEH-Consultant Grant for the development of interdisciplinary humanities courses.

11. Johnson County Community College, Overland Park, Kansas, with the help of NEH-Consultant, Pilot and QUILL funds, has developed humanities modules for existing career programs: e.g.

1. business ethics for accounting students
2. medical ethics for nurses
3. history of law enforcement for criminal justice students
4. "Arts and Technology" for students in automotive, heating/air conditioning.

12. University of Missouri at Rolla received NEH-Consultant and Pilot Grants, as well as college funding, for the development of a program, Humanities and Civil Engineering, composed of the following courses, each focusing on the Mississippi River:

    English Composition
    American History
    Introduction to Civil Engineering.

13. Stevens Institute of Technology, Hoboken, New Jersey, received QUILL funds and an NEH-Pilot Grant to develop a seminar on Leonardo da Vinci, taught jointly by a humanist, a scientist, and an engineer. Students write papers in which they interface the three areas in da Vinci's work.

14. James Sprunt Institute, Kenansville, North Carolina, offers three team-taught, interdisciplinary courses for technical students, funded by NEH-Consultant and Pilot Grants, the courses are:

    The Nature of Man (including philosophic, artistic, historical, scientific, anthropological, and theological perspectives)

    The Nature of America (from historic and literary views)

    The Future of Man (concentrating on values, decision-making and problem-solving)

15. Massachusetts Institute of Technology has a Program in Science, Technology, and Society in which the accent is on arts and media technology, on interrelating the technologies with the traditional humanities, and on the understanding of technology in human affairs. Some of the courses are:

    The History of Science
    Social and Political Implications of Scientific Knowledge

Science and Public Policy
The History of American Technology
The Comparative Study of Technological Elites
The Political Economy of Industrial Societies

16. Miami Dade Community College, Florida, has developed an interdisciplinary "Humanities Telecourse" on The Art of Being Human, in which modules of study, principally artifacts of popular culture in art, music, drama, and philosophy, are the means by which each student explores his own value system and begins to design his own life style.

    Faculty have developed a text-anthology, a student study guide, and audio-visual materials including locally produced half-hour documentary style television films and slide-tape independent study programs.

17. Monterey Peninsula College, Monterey, California, received NEH funds for the development of two interdisciplinary studies courses called GENTRAIN (General Education Train of Courses), containing seven and eight courses respectively, each of two week duration and requiring 16 hours of class attendance. Students may take any one or all of the courses during the year, and receive one credit for each successfully completed two-week course. The course titles range from prehistoric and earliest civilizations to the present. The project director indicated that the program, considered to be most successful, will be modified to include more material about ethnic groups.

18. Baldwin Agricultural College, Tifton, Georgia, developed three interdisciplinary courses in a program called Life Sciences for Technology Students with NEH-Consultant and Pilot Grants.

    The objective of the first course, LST 101, is two-fold: to aid students to a better understanding of the world around them through an examination of the theme "Rights in Conflict," and to instruct the students in the basic skills of written communication.

    Using the final module of LST 101 as a transitional tool, the modules in LST 102 focus on the theme "Change," specifically with the changes that are basic to a "high-tech" society and the problems attendant to coping with these changes. Students are required to pass a departmental essay to exit the course.

LST 103 is developed around the theme of "Identity," focusing on personality development and the effect of basic institutions of society on the individual. Effective communication skills that deal with business-related communications are intermingled with principles of human relations.

19. College of DuPage, Glen Ellyn, Illinois, offers a course "The Human Experience" in which the students explore "great ideas on film."

20. Kingsborough Community College of the City University of New York has since 1974 offered a one-semester freshman English course in which the teaching of basic skills and exposure to humanistic disciplines have been integrated. Four units--semantics, philosophy, history, and myth--are united by the theme 'freedom'.

21. Los Angeles Community College District received NEH-Pilot and Implementation Grants for the development of two interdisciplinary courses for occupational students: "Man and His World" Technology and the Humanities" and "Man and His World" The Creative Process." The over-riding objectives include the students' awareness of the relationship between technology and the theatre, art, and literature, and between society as an entity and the individual, of the meaning of creativity and of the types of knowledge involved in acts of creativity.

22. The University of Maryland, College Park, Maryland, offers a freshman elective interdisciplinary course: "The Anatomy of Knowing: The University and its Curriculum," (funded by QUILL and the Ford Foundation.) Taught by members of different departments, the course, divided into seven parts, each corresponding to a specific aspect of knowledge, is designed to enable the student to understand the nature of the unviersity as an academic institution; to understand the various modes of discourse and the methodologies of the sciences, social sciences, and the humanities; to appreciate the purposes and values of a general education; to think abstractly by analyzing materials and forming generalizations on subjects on which the students have no special expertise. /Detailed information about the program is found in The Forum for Liberal Education, Vol. II, No. 3 (December, 1979)/

23. Johns Hopkins University, Baltimore, Maryland, offers four interdisciplinary courses to freshmen and sophomores. Funded by the Mellon Foundation, the courses are designed to provide both specialists and non-specialists in any particular field with broad instruction in a part of a fundamental core

of knowledge: "Mathematics and the Physical Sciences," "The Aims and Limits of Interpretation in the Humanities," "Human Beings and their Societies: Modes of Inquiry from Philosophy," and "Human Biology."

Faculty members attributed the declining enrollment in all but the first of these courses to several factors: that students are so oriented to pre-professional training that they find the objectives of the program nebulous; that most students found the courses too sophisticated in materials and reading level requirements; that many students were not mature enough to deal with the assignment load or with the degree of class preparation and participation required for the workshop format used in "Human Biology."

24. Dallas Community College, Eastfied Campus, Mesquite, Texas has an "Introduction to Humanities" course which was originally taught in occupational programs, but is now open to all students. The course, taught in self-paced and instructional TV sections, intends to convey to the students: that the fine arts are expressions of human values; that a critical analysis of the arrangement of elements in an art work lead to a heightened awareness that life consists of an arrangement of values; and that the humanities are timeless and can offer needed skills for living.

25. Puerto Rico Junior College received NEH-Consultant and Pilot Grants to develop "A Basic Skills and Mini-Course Approach to Freshman Humanities" which includes the following courses: "Primitive Man--Past and Present," "The World of the Arts," "The World of Religious Beliefs," and "Humanistic Values for Life." Relevant aspects of Puerto Rican culture are an integral part of each of these courses which is taught by a Humanities instructor, along with a communication skills instructor in Spanish. Faculty regard the courses as successful because they provide alternatives to the traditional basic humanities course, acquaint the students with the cultural traditions of Puerto Rico and the world, encourage student participation in cultural activities, integrate basic communication skills in the humanities curriculum and because they attempt to link technical studies and the humanities.

26. Valencia Community College, Orlando, Florida has developed an interdisciplinary humanities program in which the material of study is organized to stress three areas of competency: knowledge and thinking skills which involve recalling important information, analyzing another person's viewpoint, and judging the worth of

an idea using appropriate criteria: communication skills; and personal integration by involving students in the materi l to derive their own interpretation, encouraging them to examine their own ideas more carefully, to choose and affirm their own values, and to make personal commitments.

27. Essex Community College, Baltimore, MD, has a series of NEH-funded, team-taught, interdisciplinary courses that explore individual masterpieces of world art: "Aphrodite: The Classical Nude"; "Beowulf and Sutton Hoo"; "The Cathedral of Chartres"; "Shakespeare's The Tempest"; Piazza San Marco: Venice in the Renaissance"; "Jefferson's Monticello: A Home that Embodies a Philosophy of Life"; Wagner's Tristan and Isolde and Parsifal"; and "Les Ballet Russe."

GENERAL FINDINGS

My contacts with eighteen professional organizations and with twenty-seven educational institutions led me to note the following: (1) a growing concern about the need for the teaching of values and ethics; (2) the widespread realization that students need not only good skill training, but also the ability to communicate effectively, to interpret directions, to analyze problems, to see an interrelationship between their job and its impact on their way of life, on the welfare of their family, on the socio-economic structure, and on the cultural/recreational offerings of their community; (3) an increasing desire to create interdisciplinary learning experiences which will enable the students to interrelate the various facets of human knowledge and values, so that the process of learning and the application of learning in the world of work will have meaning and lead to self-fulfillment; and (4) the realization that "humanities and the arts help us rise above the trivia and the traumas of our days. . . ." /Strengthening Humanities in Community Colleges, p. 77/ and that

ways must be found to expose career students to the humanities.

In order to translate the just noted realizations or concerns into action, most contacted institutions agreed on the following bits of advice: (1) the importance of outside funding to procure a consultant, to conduct faculty planning/training workshops and to write, advertise and implement new courses; (2) the value of administrative support in granting released time to faculty to plan and devise new courses; (3) the great importance of close cooperation between career/technical and humanities faculty.

In addition, project directors felt that those programs which were considered successful, generally consisted of courses which, although autonomous units, were linked in some manner--either in theme, mode of presentation, or chronology. Modules on values, ethics, or humanities were often created for existing courses in those curricula which precluded the addition of new courses (e. g. health sciences). The majority of interdisciplinary courses used team-teaching, usually employing two instructors. Faculty often created film-strips, video-tapes, even films for use in the new courses. Classroom lectures on cassettes, as a supplementary learning device, seem to be increasingly popular. Interdisciplinary courses by newspaper and public forums are considered effective, although still largely regarded as DOCE/CS activities.

PROBLEMS FACING THE IMPLEMENTATION OF INNOVATIVE HUMANITIES COURSES

The major problems in the development and implementation of interdisciplinary programs which provide a synthesis between career

education and humanities are summarized by Dale Tillery (Career Education and Elitism, 1975) as "ethnocentricism, academicism, departmentalis, skepticism and elitism." More specifically, my research revealed problems in the following areas: (1) Successful team-teaching often intimidates the students and relies on a harmonious interplay of personalities which are willing to comprise. (2) In some schools the inclusion of humanities modules or courses into vocational curricula led to a loss of students to proprietary schools which require only essential skills. (3) The greatest amount of negative review went to modules as a structural technique because they require careful planning and excellent teaching, making certain that the material is interfaced with the remaining parts of the course, so that students are not left with fragments. (cf. "Preparing Humanities Modules for Occupational Programs," prepared by ERIC: Junior College Resource Review, July, 1980) (4) New modules or courses in the humanities should be planned and implemented in such a manner that they do not undercut the enrollment of existing courses. (5) Humanities faculty are often unable or reluctant to change their teaching strategies to meet the needs of new students. Heavy teaching loads drain faculty creativity and initiative. (6) Several schools found it necessary to revise faculty workload formulas to accommodate the teaching of short segments of the humanities in otherwise technical courses. (7) To insure proper planning of new courses, released time for faculty and allocations for travel and consultants are needed.

ADVANTAGES OF INNOVATIVE HUMANITIES APPROACHES

The advantages of interdisciplinary learning experiences are many.

The tremendous growth of essays, journals and studies on innovative humanities approaches and values/ethics-oriented learning seems in itself an affirmation. The Center for the Study of Community Colleges has produced studies which indicate that for those programs in which the preceding problem areas were heeded, and where new courses were based on faculty strengths, the following advantages were noted: (1) Non-traditional experiences in humanistic studies are appealing and have immediate relevance to the non-traditional student. (2) Students gain an awareness of themselves as "thinking, choosing human beings who behave according to a set of values." Students become aware of and learn to articulate their own tastes, values, and interests. (3) Significant enrollment increases and high retention rates are reported for interdisciplinary vs. traditional non-interdisciplinary humanities courses. (cf. studies by Cohen and Brawer at the Center for the Study of Community Colleges) (4) Learning no longer occurs in conventional isolation. Students are said to find the interrelation of aspects of knowledge a "stimulating discovery," leading them to want to learn more, to take other humanities courses, provided the major program permits this. (5) Faculty engaged in team-teaching inerdisciplinary courses enjoy the exposure to other disciplines, the opportunity to share expertise, the challenge and satisfaction of creating appropriate methods, materials, approaches, and structures for the new courses. (6) Increasingly, employers recognize the value of the humanities. At a recent meeting of the College Placement Council in Chicago, Dean S.F. Paulson of Pennsylvania State University pointed out that while business recruiters look for graduates with

degrees in specialized skills, firms are discovering increasingly that "liberal arts graduate are equipped with a variety of skills valuable to business and industry. Interpersonal and communication skills are. . .of particular importance in large organizations." (Baltimore Sun, July 6, 1980)

(7) One of the most important and enlightening outcomes which values/ethics or "issues" modules or courses have for students is the confrontation with basic questions such as: "Who am I?" "What affects my decision-making?" "What is important to me?" "How have persons in other times and cultures dealt with the problems which I face?"

A SELECT BIBLIOGRAPHY

The select bibliography below represents only a portion of the many articles and books which assert and substantiate the need for values teaching and for the integration of the humanities, technologies and sciences.

The bibliography further confirms the fact that interdisciplinary humanities learning can no longer be regarded as whimiscal 'marotte', but as a well-established curricular reality, worthy of continued critical examination and innovative effort.

I. Bibliographies

Dasbach, Joseph M. Comparative Science for Society: a Bibliography. American Association for the Advancement of Science. Office of Science, Education, 1970 - present. (annual publication).

Feaver, Douglas D. and Edward J. Gallagher, eds. Humanistic Perspectives on the City: a Select Bibliography. Monticello, Illinois: Council of Planning Librarians Exchange.

Mis[illegible]ichelli, Judith and Christine Roysdon. Beyond Technics: Humanistic Interactions with Technology--A Basic Collection Guide. Lehigh University, 1978.

Walters, LeRoy, ed. Bibliography of Bioethics. Center for Bioethics: Kennedy Institute, Georgetown University, and Gale Research Company, 1975 - present. (annual publication).

II. ERIC Publications

The following pamphlets, most of which are identified by an ED number, are published by ERIC: Clearinghouse for Junior Colleges, University of California, Los Angeles:

Brawer, Florence B. The Humanities in Two-Year Colleges: Trends in Curriculum. 1978. ED 156-285.

Brown, Dixon K. Integrated Humanities in Florida Community Colleges. April, 1976. ED 140 908.

Cohen, Arthur M. Upholding the Humanities. April 19, 197-. ED 134 278

_____. The Faculty and the Humanities: Two Endangered Species. Keynote Address by A. Cohen to the Western Humanities Conference, Santa Cruz, California, August 18, 1976. ED 126 980

_____. The Humanities in Two-Y Colleges. ED 108 727

_____. The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction. ED 110 119

_____. The Humanities in Two-Year Colleges: Trends in Curriculum. ED 156 285

Dehnert, Edmund. A Contemporary Course in the Humanities for Community College Students. 1977. ED 140 893

Marks, Joseph Lappin. Policy Development in the Humanistic Disciplines: Toward Anthrocentric Undergraduate Education. 1978. ED 161 510

Marty, Myron A. Work, Jobs and the Language of the Humanities. Paper presented at the AACJC Assembly on the State of the Humanities in Community Colleges, at Warrenton, Virginia: November 4-6, 1979. ED 178 131

MDC and NEH Humanities Conference at Santa Cruz. (University of California, Santa Cruz. August 15-21, 1976): Review of Six Model Humanities Programs. ED 152 348

NEH Western Humanities Conference Workshop. (Asilomar, California, August 2-5, 1977). Description of nine humanities programs sponsored by NEH. ED 152 349

Parsons, Michael H. A Sense of Perspectives: Four Years of Experience with an Integrated Humanities Course for Career Students. May, 1978. ED 156 281

"Preparing Humanities Modules for Occupational Programs." ERIC - Junior College Resource Review. July, 1980.

Research and Advocacy in the Humanities. ED 156 222

III. Articles

Botstein, Leon. "College Could Be Worth It. . ." Change, December, 1976.

Bouwsma, Franklin G. "The Art of Being Human: A National Community College Humanities Telecourse." Liberal Education, May, 1977.

Boyer, Ernst L. and Martin Kaplan. "Educating for Survival: A Call for a Core Curriculum." Change, March, 1977.

Bronowski, J. "Technology and Culture in Evolution." American Scholar, 1972.

"Business and Professional Ethics." National Forum. The Phi Kappa Phi Journal, Vol. LVIII, No. 3 (Summer, 1978).

Byrom, Fletcher L. "Frustration or Fulfillment?" Liberal Education. May, 1977.

Cohen, Arthur M. "Humanizing the Curriculum." Change, Vol. 9, No. 6. (June, 1977).

_____. "Issues for the Humanities in the 1980's." Liberal Education. Vol. 65, No. 2 (Summer, 1979).

Cowan, Ruth Schwartz. "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century." Technology and Culture, 17 (1976).

Delattre, Edwin J. "The Humanities Can Irrigate Deserts." The Chronicle for Higher Education, October 11, 1977.

"Ethical Issues in Modern Medicine." National Forum. The Phi Kappa Phi Journal. Vol. LVIII, No. 2 (Spring, 1978).

Gaudiani, Claire. "Some Strategies to Support Planned Change in Humanities Curriculum."

This invaluable step-by-step guide to the effective planning for and creation of innovative humanities approaches--soon to appear on the back page of the Chronicle for Higher Education--can be obtained by contacting Dr. Gaudiani at the National Humanities Center, Box 12256, Research Triangle, North Carolina 27709 (tel.: 919-549-0661).

GEM Newsletter: Project on General Education Models. Issue No. 3 (March, 1980). See also Issue No. 1 (February, 1979) and Issue No. 2 (July, 1979).

General Education in a Changing Society: Miami Dade Community College. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1978.

Gollatschek, James F. "Liberal Education and the Community College." Liberal Education, May 1977.

Huber, Curtis E. "The Dynamics of Change: A Core Humanities Program." Liberal Education, May, 1977.

Kaysen, Carl. "What Should Undergraduate Education Do?" Deadalus. Vol. I (Fall, 1974).

Keller, David M. "The Humanities Track." Culture and Commerce, April, 1980.

Marino, Charles. "Flexible Learning." Improving College and University Teaching. Vol. XXIV, No. 3 (Summer, 1976).

Meyerson, Martin. "Civilizing Education: Uniting Liberal and Professional Learning." Daedalus. Vol. I (Fall, 1974).

Middleberg, Maurice I. "Moral Education and the Liberal Arts." Educational Record. Vol. 57, No 4 (1977).

Millonzi, Joel C. and Joanne R. Reitano. "Culture and Commerce: They Go Together." Community and Junior College Journal, April, 1980.

Morton, Richard K. "The World of Fragmentariness." Improving College and University Training. Vol XXIV, No. 3 (Summer, 1976).

Mosteller, Frederick. "The Next 100 Years of Science." Science. Vol. 209, No 4452 (July 4, 1980).

Muson, Howard. "Moral Thinking: Can It Be Taught?" Psychology Today. Vol. 12, No. 9 (February, 1979).

Norman, Colin. "Microelectronics at Work: Production and Jobs in the World Economy." Worldwatch Paper 39. Worldwatch Institute, Washington, D. C., October, 1980.

The Roles of Science and Technology in General and Continuing Education. Association of American Colleges, Washington, D. C. 20009, December, 1979.

Rossman, Neil and Catherine Farrell. "Philosophy, Freedom and Co-Operative Education." Journal of Cooperative Education. Vol. 15, No. 1 (Fall, 1978).

Simon, Herbert A. "What Computers Mean for Man and Society." Science, 195 (March, 1977).

Stam, James C. "Education for the Emerging Professions." Liberal Education. Vol. LXIII, No. 2 (May, 1977).

Wagar, J. Alan. "Growth versus the Quality of Life." Science. Vol. 168 (June 5, 1970).

Wallace, James C. "Comment: The Engineering Use of Human Beings." Technology and Culture, 10 (1969).

IV. Books and Journals

Abercombie, Minnie Louie Johnson. Anatomy of Judgment. New York: Basic Books, 1960.

Arendt, Hannah. The Human Condition. Chicago, University of Chicago Press, 1969.

American Association for the Advencement of the Humanities. Humanities Report.

Association of American Colleges, Washington, D.C. The Forum for Liberal Education. The following are especially recommended: "Core Curriculum." October, 1977. "New Approaches to General Education." November, 1978. "A Report on Project QUILL." [Quality in Liberal Learning] Vol. II, No. 3 (December, 1979).

Baier, Kurt. The Moral Point of View. New York: Random House, 1965.

Bird, Caroline. The Case Against College. New York: D. McKay, 1975.

Chase, Alston. Group Memory. Boston: Atlantic-Little, Brown, 1980.

Clouser, K. Danner. Teaching Bio-ethics: Strategies, Problems, and Resources. The Teaching of Ethics, Vol. IV. Hastings-on-Hudson, New York: The Hastings Center. Institute of Society Ethics and the Life Sciences, 1980.

Denison, Ronald H. The 1980's Societal Trends and Value Shifts. Ohio State Uni-ersity: The National Center for Research in Vocational Education, 1980.

Dettlebach, Cynthia. In the Driver's Seat: the Automobile in American Literature and Popular Culture. Westport, Connecticut: Greenwood Press, 1976.

Earley, Margaret, Marcia Mentkowski and Jean Schaefer. Valuing at Alverno: The Valuing Process in Liberal Education. Alverno College: Milwaukee, Wisconsin, 1980.

Eisenberg, Diane U. Community Forums: A Boost for the Humanities. Washington, D. C.: American Association of Community and Junior Colleges, November, 1979.

Elliott, David and Ruth. The Control of Technology. Wykeham Publications, Ltd., 1976.

Ellul, Jacques. The Technological Society. New York: Knopf, 1964.

Ferkiss, Victor C. The Future of Technological Civilization. New York: Braziller, 1974.

_____. Technological Man: The Myth and the Reality. New York: Braziller, 1969.

Florman, Samuel C. The Existential Pleasures of Engineering. New York: St. Martin's Press, 1975.

Glass, Bentley. Science and Liberal Education. Baton Rouge: Louisiana State University Press, c 1959.

Hamilton, Michael, ed. The New Genetics and the Future of Man. Grand Rapids, Michigan: Eerdmans, 1972.

Hedgepeth, Chester M., ed. Afro-American Perspectives in the Humanities. San Diego: Collegiate Publishing Co., Inc. 1980.

Hook, Sidney, Paul Kirtz and Miro Todorovich, ed. The Philosophy of the Curriculum: The Need for General Education. Buffalo, New York: Prometheus Books, c 1975.

The Humanities in American Life. Report of the Commission on the Humanities. Berkeley, University of California Press, c 1980.

Kidwell, Claudia B. and Margaret C. Christman. Suiting Everyone: the Democratization of Clothing in America. Washington, D. C.: Smithsonian Institution Press, 1974. (Available from U. S. Government Printing Office, Stock No. 4701-00119).

Lakoff, Sanford A. "The Third Culture: Science in Social Thought." Knowledge and Power. New York: The Free Press, 1966.

Leavis, F. R. Two Cultures? The Significance of C. P. Snow. New York: Pantheon Books, c 1963.

Marcuse, Herbert. One-Dimensional Man. Boston: Beacon Press, 1964.

Mesthene, Emanuel G. Technological Change: Its Impact on Man and Society. Cambridge: Harvard University Press, 1970.

Mitcham, Carl and Robert Mackey, eds. Philosophy and Technology: Readings in the Philosophical Problems of Technology. New York: Knopf, 1970.

Morison, Elting E. Men, Machines and Modern Times. Cambridge: MIT Press, 1966.

Muller, Herbert J. The Children of Frankenstein: A Primer on Modern Technology and Human Values. Bloomington: Indiana University Press, 1975.

Mumford, Lewis. Technics and Civilization. New York: Harcourt, Brace and World, 1963.

National Endowment for the Humanities. Humanities. a bi-monthly review.

Powers, Charles W. and David Vogel. Ethics in the Education of Business Managers. The Teaching of Ethics. Vol. V. Hastings-on-Hudson, New York: The Hastings Center. Institute of Society, Ethics and the Life Sciences, c 1980.

Restak, Richard M. Premeditated Man: Bioethics and the Control of Future Human Life. New York: Viking Press, 1975.

Rosen, Bernard and Arthur L. Caplan. Ethics in the Undergraduate Curriculum. The Teaching of Ethics, Vol. IX. Hastings-on-Hudson, New York: The Hastings Center. Institute of Society, Ethics and the Life Sciences, c 1980.

Schmeltekopf, Donald D. and Anne R. Rassweiler, eds. Challenges before the Humanities in Community Colleges. Review and Proceedings of the Community College Humanities Association. Cranford, N.J.: Union College, c 1980.

Snow, Charles Percy. The Two Cultures and the Scientific Revolution. The Two Cultures: and a Second Look. Cambridge University Press, 1959.

The Teaching of Ethics in Higher Education: A Report by the Hastings Center. Hastings-on-Hudson, New York: The Hastings Center. Institute of Society, Ethics and the Life Sciences, 1979.

Technology for the Liberal Arts Major. A Workshop Summary Report. Presented by the Council for the Understanding of Technology in Human Affairs. Cambridge, Mass.: Massachusetts Institute of Technology, June 26 and 27, 1980.

Vaux, Kenneth. Biomedical Ethics: Morality for the New Medicine. New York: Harper and Row, 1974.

Warwick, Donald P. The Teaching of Ethics in the Social Sciences. The Teaching of Ethics, Vol. VI. Hastings-on-Hudson, New York: The Hastings Center. Institute of Society, Ethics and Life Sciences, c 1980.

White, Lynn, Jr. Medieval Technology and Social Change. New York: Oxford University Press, 1962.

Wiener, Norbert. The Human Use of Human Beings. New York: Avon Books, 1969.

Yarrington, Roger, ed. Strengthening Humanities in Community Colleges. National Assembly Report. American Association of Community and Junior Colleges, 1979.